

High School AIMS Writing

Exemplars scored with the Holistic Rubric Based on 6 Traits of Writing.

Prompt: (Set 1)

Writing

DIRECTIONS:

Read the writing prompt below. Use the space on this page for your prewriting activity. Then write your first draft on the following two pages.

You are responsible for hiring employees for a company. Fifty people have applied for one job opening.

Write an essay describing the qualities you are seeking in an ideal employee. Explain why these qualities are necessary for employment.

Your essay should:

- **Include an introduction with a clearly stated thesis.**
- **Be supported with details, facts, examples, or descriptions.**
- **Have an effective conclusion.**

Remember to edit for spelling, grammar, punctuation, and capitalization.

AIMS Writing is a summative test of writing that is scored holistically. The prompt is revealed only at the time of testing. The student responses are produced in one sitting without any outside assistance during the writing process. Other than consulting a dictionary or a thesaurus, the student is writing entirely on his or her own. The AIMS score offers a snapshot of how well the student writes to the cold prompt on that day. Students who have the opportunity to write often in many different settings will better demonstrate the skills they have learned when they respond to the AIMS prompt.

The holistic rubric used for scoring AIMS Writing is based on the 6 Traits of Writing used as a teaching tool in Arizona classrooms. Strand 2 of the Academic Writing Standard is also based on the 6 Traits of Writing. In the classroom, teachers can focus on one or more traits according to their lesson plans, score writing for individual trait(s), and offer constructive feedback on the trait(s) to each student. Teaching writing at any level requires specific feedback, and using the 6 Traits of Writing is an excellent way to assist students in recognizing their strengths and weaknesses throughout the school year.

Scoring for AIMS with the holistic rubric emphasizes the traits that are most important for recognizing good writing. Ideas, content development, and organization are the heart of any piece of writing. Without clear, focused ideas developed logically with supporting details, a paper will not communicate the intended message. Voice, word choice, and fluency are the next most important elements of a written response. With appropriate vocabulary and the crafting of sentences, the writer can enhance ideas and connect with his or her audience, whether formally or informally. Conventions are also important, but even with good skills in conventions, a response will not communicate well without the other qualities.

Each of the following papers is assigned a score from 1 to 6. A score point 1 paper is inferior, a score point 2 paper is poor, a score point 3 paper is inadequate, a score point 4 paper is appropriate and acceptable, a score point 5 paper is excellent and skillful, and a score point 6 paper is sophisticated and skillful. Perfect papers do not exist; therefore, even those that score 5 or 6 will have some errors.

HOLISTIC RUBRIC BASED ON 6 TRAITS OF WRITING

<p>SCORE POINT 6</p> <p>Response is sophisticated and skillful in written communication, demonstrated by</p> <ul style="list-style-type: none"> • exceptional clarity, focus, and control in topic development and organization that often show insight. • in-depth and/or creative exploration of the topic using rich, relevant, and credible details. • a strong, perhaps creative, beginning and a satisfying conclusion. • specifically and carefully chosen words that are skillfully crafted into phrases and sentences that enhance meaning. • intentional and committed interaction between the writer and the reader. • effective and/or creative use of a wide range of conventions with few errors. 	<p>SCORE POINT 5</p> <p>Response is excellent and skillful in written communication, demonstrated by</p> <ul style="list-style-type: none"> • clarity, focus, and control in topic development and organization. • a balanced and thorough exploration of the topic using relevant details. • an inviting beginning and a satisfying sense of closure. • a broad range of carefully chosen words crafted into phrases and varied sentences that sound natural. • awareness of the reader and commitment to the audience and topic. • effective use of a wide range of conventions with few errors. 	<p>SCORE POINT 4</p> <p>Response is appropriate and acceptable in written communication, demonstrated by</p> <ul style="list-style-type: none"> • ideas adequately developed with a clear and coherent presentation of ideas with order and structure that can be formulaic. • relevant details that are sometimes general or limited; organization that is clear, but sometimes predictable. • a recognizable beginning and ending, although one or both may be somewhat weak. • effective word choice that is functional and, at times, shows interaction between writer and audience. • somewhat varied sentence structure with good control of simple constructions; a natural sound. • control of standard conventions although a wide range is not used; errors that do not impede readability.
<p>SCORE POINT 3</p> <p>Response is inadequate in written communication, demonstrated by</p> <ul style="list-style-type: none"> • broad or simplistic ideas that are understood but often ineffective. • attempts at organizing that are inconsistent or ineffective; beginnings and endings that are underdeveloped; repetitive transitional devices. • developmental details that are uneven, somewhat predictable, or leave information gaps; details not always placed effectively in the writing. • reliance on clichés and overused words that do not connect with the reader; limited audience awareness. • monotonous and sometimes misused words; sentences that may sound mechanical, although simple constructions are usually correct. • limited control of standard conventions with significant errors. 	<p>SCORE POINT 2</p> <p>Response is poor in written communication, demonstrated by</p> <ul style="list-style-type: none"> • overly simplistic and sometimes unclear ideas that have insufficiently developed details. • sequencing of ideas that is often just a list; missing or ineffective details that require reader inference to comprehend and follow. • missing beginning and/or ending. • repetitive, monotonous, and often misused words awkwardly strung into sentences that are difficult to read because they are either choppy or rambling; many sentences that begin with repetitive noun + verb pattern. • lack of audience awareness. • little control of basic conventions resulting in errors impeding readability. 	<p>SCORE POINT 1</p> <p>Response is inferior in written communication, demonstrated by</p> <ul style="list-style-type: none"> • lack of purpose or ideas and sequencing. • organization that obscures the main point. • an attempt that is too short to offer coherent development of an idea, if it is stated. • extremely limited vocabulary that shows no commitment to communicating a message. • sentences with confusing word order that may not permit oral reading. • severe and frequent errors in conventions.

I am responsible of the company
a big company and I have contract
a lot people for the company but
this company and me we need people
with capacity for start the use that
machines.
But we people they have responsabilitie
they to be intelliegent, they need
to have any answer for any
question.

Without an introduction that states the main idea, the reader must infer the reason for the message. Several ideas are evident, but the reader has to make inferences to connect them into anything meaningful. “. . . people with capacity for start the use that machines.” “But we people they have responsabilitie they to be intelliegent, they need to have any answer for any question.” The sequence of sentences offers no organizational structure other than “and” and “but” as transitional words. Sentences are awkwardly strung together making it difficult to understand their meaning. The words “capacity” and “intelligent” are grade level, but their meaning is not evident in the paper. Capital letters are random, but spelling is stronger, even noting “responsabilitie” and “intelliegent.” Punctuation needs attention, as does usage.

The response is not a 2 because both the beginning and ending are missing. The topic is unclear. The reader must make inferences to make any sense of the message, and there is no organization.

(This student has begun to understand English and attempts to communicate in written language. At this point, the student has not acquired a command of written English. The student has demonstrated comprehension of the prompt and realizes that qualities for getting the job must be stated. Two qualities [“responsabilitie” and intelligent’] are mentioned but not developed with any support. While the reader may want to infer meaning into this paper, he/she can only score what is written.)

Employees need specific qualities when looking for a job. When you look for a job, you find one that suits your capabilities. Sometimes, you don't always find the right job. You might end up with a job you don't feel too comfortable with.

People who work for a certain company and own a store, school, restaurant, etc., are known as employers. For example, Apache Junction Unified School District (AJUSD) is not a company, but similar to one; it is a district. School principals are referred to as employers in the district. The staff members are considered employees in the district.

The qualities of a good employee are: good listening skills, watch carefully at what other people do, positive attitude, and get along with other people. Another good example is WAL-MART, a company that sells products. Employees who work at WAL-MART are: cashiers, stockers, and pharmacists.

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Score Point 2b (Set 1)

This response addresses the idea of how to go about finding a job and offers vague, general support for it in paragraphs one and three. Paragraph two, while offering information that may be related to the topic, confuses the reader. Is the paper about job seeking or what an employee is? This lapse in organizing around one central idea detracts from the organization and development of the paper. There is no closing; after listing qualities of a good employee, the writer tacks on information related to paragraph two: “Another good example is WAL-MART, a company that sells products. Employees who work at WAL-MART are: cashiers, stockers, and pharmacists.” Words are inconsistently functional and are not crafted into meaningful sentences. “When you look for a job, you find one that suits your capabilities. Sometimes, you don’t always find the right job. You might end up with a job you don’t feel too comfortable with.” While sentences are generally grammatically correct, they do not communicate meaningful ideas about the topic or even the rest of the paper. Conventions are also generally correct and is the one skill the student does demonstrate fairly well.

The response is not a 1 because it has two purposes: employee qualities and where people work. Conventions are good. The writing does not earn a 3 because the ideas are overly simplistic and not organized into a meaningful message that the reader can follow.

Seeking an employee for Lay's Company. We're looking for someone that could represent are company with pride and dignity. This is an opportunity of a life time. The pay is 9.55 per hour so it's a good pay check. The job opening is as a night shift stocker.

The qualities we are looking for in an employee is that you have to be able to pick up boxes up to 80-100 pounds. You must have your own transportation, must be drug free and may have to take a drug test. You may also be at least 18 year's of age.

What we are really checking is your background checks, for the cause of an employee stealing 6,000 in merchandise. We are really sorry for the inconvenience. Will try to get them back as soon as possible allowing it for 3-7 days.

The appointment are in the first come first serve bases. The doors open at 8:00 am so get there fast because the job opening will go fast.

High School – Grade 10

Score Point 3b (Set 1)

The writer begins by identifying the company and two qualities (pride and dignity) required for a job. The reader learns the pay and the shift, but nothing more about the job or requirements until the second paragraph. Lifting heavy boxes, having transportation, and being drug free and 18 years old are listed as more requirements. The writer is clear about how much weight will be lifted, and also warns of a drug test. However, there is no development beyond the amount of weight and a possible drug test. The third paragraph details why a background check (another requirement?) will be done and apologizes for it. This information is off-topic and offers no insight into the job. Perhaps it has something to do with “pride and dignity,” but the writer makes no connection. The introduction and conclusion are missing. Words are functional and relate the information, but sentences are choppy and do not transition from one to the next. The writer lacks commitment and audience awareness, doing little to communicate a clear message. Control of conventions is limited; multiple usage problems are noticeable.

The response is not a 2 because the simplistic ideas are supported with some details, although they are uneven and weak. The sequencing of ideas is more than a list. It is not a 4 because the ideas are not adequately developed in a clear and coherent presentation. There is not a recognizable beginning or ending.

When I go to a interview with an employees, I expect them to put me on the spot and scutinize me. Truly to really hire the right person for the job they must be picked through thuroly. When their walking in they should know exactly what they have gollon into. At least I do so I come prepared. As should all expecting employees.

When I hire someone I expect the best out of that person by being prompt to the interview. Dressed in aproprate attire and well groomed. Some might say thats to harsh, but how do you expect my other employees to work if their conditions have been downgraded. Besides if they dont took and act the part the first day then where do you think it will go from there?

Its not all how good they look but how well they are suited for the job. Can they cope with stress and have a deadline lingering over their head. Throughout the interview those things can be answered with simple questions and reading of character.

Character plays a large role in society and to get along. One must be determined, energetic and most of all trustworthy. These things must be looked at

when searching for an employee. Without trust, bridges can burn, which can lead to the firing of an employee. Even if they contribute to the company. Believe it or not attitude is everything. Ok yes, the occasional masters degree helps, but if they have none of these virtues then they might as well be lost forever. People respect others who have respect for themselves. So remember next time you're heading out for a job try to be the ideal employee.

The writer takes time in the introductory paragraph to set general expectations for a new employee interviewing for a job. Ideas are adequately developed in a clear and coherent presentation. Details are general and limited. For instance, “. . . prompt to the interview.” “Dressed in appropriate attire and well-groomed.” The general expectations are developed as advice about how to interview in the second paragraph. The writer continues in paragraph three and four, listing the ability to work under stress and meet deadlines and the importance of character traits like determination, energy, and trustworthiness. While the reader gets a clear picture of the qualities required, the development is limited and general. Effective word choice and some varied sentence structure allow the reader to follow the thoughts and understand the brief message. While the reader understands the general message, development does little to enhance it. Transitions from paragraph to paragraph are done well. “Its not all how well they look but how they are suited for the job.” The beginning and ending are present but do not invite the reader in nor offer satisfying closure to the topic. There are attempts at connecting with the audience, but it is not always appropriate. “Besides if they don’t look and act the part the first day then where do you think it will go from there?” Conventions are good, with pronoun errors being the most noticeable weakness.

The response is not a 3 because the ideas move beyond simplistic and both the beginning and ending are developed. Words are functional and sentence structure is somewhat varied. It is not a 5 because the development is not thorough and balanced. Words are not carefully chosen.

Each person comes packed with several different qualities. Every quality becomes useful for various events throughout their life. In particular, when applying for a job there are specific qualities or features that could cause one person to stand out above the others applying for the job. These qualities include being enthusiastic and helpful.

When someone comes in for an interview, slouches in the chair, nods their head to answer "yes" or "no" questions, and shows little or no excitement, the person hiring most-likely wouldn't even consider "Boring Bob" for the job. On the other hand, when someone comes in with a huge smile on their face, sits up tall in the chair, and answers the boss' questions in as much detail as possible, the boss would be more apt to hiring "Suzie Smiles." The boss would know that while they were so energetic in the interview, every time a customer came into the store, they would be greeted with an enthusiastic "Hello. How are you?" Following the friendly greeting, the customer would be assisted in any way possible. Therefore, an enthusiastic and friendly employee is a must!

In businesses, accidents are bound to happen. When there are accidents, and the boss is either busy or

away, he needs an employee whom will go out of their way to help fix the problem. In these cases, businesses don't want a lazy employee who will wait for the boss to come fix the problem. Businesses need people who go above and beyond their normal work routine. They need someone who will try hard and do their best without expecting something in return. The last type of employee a business needs is one who only works for the cash. Someone who goes out of their way for the business surely deserves to be considered for hiring.

Combining the two personality traits of someone who is energetic and someone who goes above and beyond to help the business is certainly an ideal employee. Each customer would have confidence in the store when given individual attention. Plus, everything would be done with a whole heart put into it. Certainly, an enthusiastic, helpful employee would make the best employee.

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Score Point 5c (Set 1)

The writer has carefully set up the introduction to highlight the main ideas: the qualities a new employee should have. While listing the two (enthusiastic and helpful) appears at first to be formulaic, the writer proceeds in the next two paragraphs to support them in a balanced and thorough exploration. Establishing the difference between “Boring Bob” and “Suzie Smiles” successfully explains why enthusiasm is a desired quality. “On the other hand, when someone comes in with a huge smile on their face, sits up tall in the chair, answers the boss’s questions in as much detail as possible, the boss would be more apt to hiring ‘Suzie Smiles.’” The quality of being helpful is not as clearly developed, but the reader easily follows the supporting details and understands the information. “When there are accidents, and the boss is either busy or away, he needs an employee whom will go out of their way to help fix the problem.” Transitioning, especially within paragraphs is excellent and moves beyond the typical transitions of conjunctions: “On the other hand,” “Plus,” and “Certainly.” There is a satisfying sense of resolution at the end. Sentences are well-constructed and vocabulary is effective with the exception of the misuse of “apt to hiring.” The writer shows commitment to the topic: “Someone who goes out of their way for the business surely deserves to be hired.” Conventions have few errors.

The response is not a 4 because of the thorough development of the ideas. The organization guides the reader with appropriate, not formulaic transitions. It is not a 6 because the exceptional clarity is not present. The exploration of the ideas is not in depth; the beginning is not creative or strong.

Help wanted! Are you interested in the exciting, fast-paced, well paid job of a port o'potty cleaner? This prestigious opening offers lots of fun and plenty of room for promotion. As a port o'Potty cleaner, you will learn hard work and other valuable skills that will be useful in your home and other jobs. Wages will start at \$10.50 per hour and pay increase will be reviewed after working here at John's Port Septic Tank and More inc. The knowledge that you are responsible for making a port o'potty brighter than a new penny might intimidate some, but you must rise to the challenge! Nothing will complete your feeling of euphoria more than that of a job well done. In order to receive this noteworthy calling, you must have high moral values, have at least three references, and you must write an essay explaining why we should hire you.

Here at John's Port Septic Tank and More inc, we feel it is imperative that you have high moral values. If you do not, we would rather not have you on our staff. If you are to represent our company, we absolutely need you to be honest, and have integrity. It is important to us that we have honest employees upon whom we can depend. Nothing hurts our company more than someone who isn't willing to take the blame for his actions. Basically, if you do something wrong, fess up and get on with your life. We also need people with integrity burning in their hearts! The most valued employees are those who work with vigor, even when nobody is watching. If you can be one of these people, you will move up quickly in our ranks, so to speak.

References are a mandatory portion of our hiring policy. If you have two references instead of three, your application will be immediately discarded into the nearest trash receptacle. We cannot stress the importance of at least three references enough! On one reference, we will need one of your former employers to write. They will need to vouch for

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Score Point 6b (Set 1)

Your work ethics and punctuality. We need a reference from a fellow employee who will tell us all about how you really work in a business environment. And finally, we need one from a close friend, who will affirm that you have morals, and if they would hire you and answer, why or why not? Again, these are absolutely necessary for us to hire you.

Last, but most certainly not least, you must write an essay persuading us to hire you. This will have great impact on how we choose our lucky applicant. Tell us about yourself, brag about your achievements, just make it clear to us that you are qualified to work here. Prove to us that you were born to be a part o' potty cleaner! There will be no restrictions on this essay, but, the more involved you get into it, the higher your chance of landing this job. The person who will make it clear he is a bona fide part o' potty cleaner will get the job. You have as much of a chance as anyone, this essay will determine a lot.

We hope you choose to apply with us here at John's Port Septic Tank and More inc. We look forward to working with you. Please follow all the steps we have set for possible employees. Before you turn in your application, make sure you have your references and essay in hand, or you will be turned away before you even get a chance. Good luck to all our applicants, and we hope to build a good working environment for you.

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Score Point 6c (Set 1)

The writer demonstrates exceptional clarity and focus in this creative exploration of the topic. “In order to receive this noteworthy calling, you must have high moral values, at least three references, and you must write an essay explaining why we should hire you.” The strong beginning sets the tone for the communication and prepares the reader for the relevant and credible details. “Help wanted! Are you interested in the exciting, fast-paced, well-paid job of a port o’ potty cleaner?” “We need a reference from a fellow employee who will tell us all about how you really work in a business environment.” “The most valued employees are those who work with vigor, even when nobody is watching.” The ending offers a satisfying conclusion to the paper. Specific words are crafted into phrases and sentences of varied structure that enhance meaning. “References are a mandatory portion of our hiring policy. If you have two references instead of three, your application will be immediately discarded into the nearest trash receptacle.” The writer demonstrates intentional interaction with the reader. “Tell us about yourself, brag about your accomplishments, just make it clear to us that you are qualified to work here.” “You have as much of a chance as anyone.” An effective use of a wide range of conventions is also noted.

The response is not a 5 because of the exceptional clarity, focus, and control in development. The writer has created an in-depth and creative exploration of the topic.